



NORTH EAST UNIVERSITY BANGLADESH (NEUB)

SYLHET

Outcome Based Education (OBE) Curriculum

PROGRAM: M.A. IN ENGLISH

Part-A

North East University Bangladesh

Vision of North East University Bangladesh

North East University Bangladesh will have a transformative impact on society through continual innovation in education, research, creativity and leadership with a view to remaining as a center of excellence in higher education both nationally and internationally.

Mission of North East University Bangladesh

M1	To provide cutting-edge, career-oriented academic programs in a supportive and stimulating environment, for the intellectual and ethical growth of a diverse student community, sensitivity to students, and to the spirit of society.
M2	To prepare graduates with physical facilities that manifest critical, creative and effective communication skills along with well-versed value judgments.
M3	To practice good governance and a strong educational foundation in mastering tomorrow's challenges by considering social norms and values and a strong association between university and industry.

Objectives of North East University Bangladesh

Objective 1	To serve with dedication in the field of higher education, and prepare students by offering quality education to a diverse academic programs, irrespective of race, color, gender, religion, physical disabilities and age.
Objective 2	To expand its higher education programs as per the needs of the dynamic global environment and to maintain significant network among university, alumni and industry.
Objective 3	To continue to maintain a meaningful relationship with the community through socially responsible activities.
Objective 4	To continue to pursue ethical conduct and a high order of integrity in all spheres of institutional functions.
Objective 5	To continually assess the institutional risk and provide a safe and secured environment to the stakeholders.

Department of English

Vision

NEUB Department of English is the place to explore life, language, and literature. We seek to provide students with an education of the highest quality and help them bloom into smart, skilled, sensible human beings to face the diverse challenges of the contemporary world.

Mission

M1	Ensuring a sound educational environment for the holistic development of the students.
M2	Encouraging analytical perception and sociocultural awareness that will enable the students to be better human being.
M3	Preparing the students with strong communication skills and insight to accommodate the dynamic world.
M4	Empowering them to be innovative in words, thoughts and actions.

Program: MA in English

Program Description: NEUB's MA in English is an advanced degree designed for students who want to develop and broaden their understanding of English language and literature. The curriculum is reflective of English as an evolving intellectual discipline offered in progressive universities around the world. The MA in English program offers engaging courses in writing, linguistics, literature, and cultural studies that provide learners with a comprehensive immersion in the discipline.

Program Educational Objectives (PEO)

This programme aims to produce graduates that are:

PEO-1: Remarkably knowledgeable and technically efficient in the English literature, language and advanced literacy skills, as well as influenced by a strong desire to give equitable solutions to all key stakeholders.

PEO-2: Prepared with effective interpersonal communicative abilities, able to cooperate well with others, and lead where desired, within the different spheres of life.

PEO-3: Morally sound, sympathetic and empathetic individuals of society.

PEO-4: dedicated to acquiring new knowledge and skills to be a life-long learner and an entrepreneur for the betterment and welfare of the self, society, country and the world as a whole.

Program Learning Outcomes (PLOs)

PLO-1 Knowledge and Understanding:

Exhibit and execute mastery of knowledge and understanding of inherent values, concepts, terms, theories and skills relevant to English literature and linguistics.

PLO-2 Communicative Skills:

Express ideas and viewpoints to a wide range of people in a clear, professional and convincing manner, using suitable language and a variety of mediums and settings.

PLO-3 Practical Ability:

Demonstrate practical abilities such as planning, organising, decision making and carrying out duties towards self, family, society, country and the world as a whole.

PLO-4 Research Proficiency:

Implement advanced knowledge and skills to assess and generate new information to resolve emerging issues in familiar and unfamiliar circumstances within and beyond the discipline.

PLO-5 Digital Skills:

Demonstrate an all-out competence in selecting and using relevant information/ digital technology to boost work and studies.

PLO-6 Professional Excellence:

Interpolate refined interpersonal aptitudes in managing and developing relationship with individuals and groups from diverse backgrounds in professional and social settings.

PLO-7 Entrepreneur Skills:

Esteem and develop the specialized, administrative and individual abilities, competencies and properties perceived as entrepreneurial abilities.

PLO-8 Traverser of global culture:

With an informed awareness and sense of sagacity they will navigate the diversified world culture.

PLO-9 Righteousness:

Being a person guided by strong moral values and ethical sense the students will be upholders of justice and they will be dedicated souls ready to safeguard the country 's freedom and welfare at each step of their life.

PLO-10 Life- long learning:

Illustrate dynamic life aptitudes and properties driving to self-care and self-development, including s autonomous and life-long learning.

PEO to Mission Statement Mapping

MISSION STATEMENTS	PEO1	PEO2	PEO3	PEO4
M1	x	x	x	x
M2		x	x	
M3		x		x
M4	x	x		x

Mapping PLOs to PEOs

PLOs/ PEOs	PEO1	PEO2	PEO3	PEO4
PLO1	x			x
PLO2		x		
PLO3	x	x		x
PLO4	x	x		x
PLO5	x	x		
PLO6	x	x	x	
PLO7	x			x
PLO8		x		
PLO9			x	x
PLO10				x

Mapping Courses with the PLOs

Courses/PLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
GED 02325101	x		x	x				x	x	x
GED 02325102	x		x	x				x	x	x
ENG 02325111	x		x	x				x		x
ENG 02325112	x	x	x	x				x		x
ENG 02325113	x	x	x	x	x	x		x	x	x
ENG 02325114	x		x	x	x			x		x
GED 02325203	x	x	x			x		x	x	x
ENG 02325211	x	x	x	x						x
ENG 02325212	x	x	x	x				x	x	x
ENG 02325213	x		x			x	x			x
ENG 02325214	x	x	x	x						x
ENG 02325215	x		x	x			x			
ENG 02325216			x	x	x			x		x

Part B
Structure of the Curriculum

Duration of the Program:

Year: 1 Year

Semester: Two (2)

Admission Requirements: Students who have completed a 4-year bachelor's degree with at least second class or CGPA 2.50 may apply for admission. Candidates with a 3-year B.A. degree with at least second class or CGPA 2.50 may also apply for admission, but they would be required to take "Foundation Semester" of extra 12 credits at the beginning.

Students must have passed SSC and HSC or any equivalent examination with at least two 2nd divisions or minimum GPA 2.5 in each (in the scale of 5); otherwise, they must have obtained minimum GPA 2.00 in any one of SSC or HSC and a total of GPA 6.00.

English medium students must have at least 5 subjects in '0' level with minimum GPA 2.5 and 2 subjects in 'A' Level with minimum GPA 2.5 (A=5, B=4, C=3, D=2 & E=1).

The children of the freedom fighters must have a total of GPA 5.00 in both SSC and HSC exams where a copy of the certificate of the freedom fighter would be required during the time of admission.

Total minimum credit requirements to complete the Program: 42 credits.

Total class weeks in a semester: 14 weeks

Minimum CGPA requirements for Graduation: 2.00

Maximum academic years of completion: 3 years

General Education Courses

Code	Title	Credit
GED 02325101	Cultural and Media Studies	3.00
GED 02325102	Syllabus, Materials and Testing	3.00
GED 02325203	Professional Communication	3.00
Total Credits		9.00

Core Courses

Code	Title	Credit
ENG 02325111	Reading Literature Through Postcolonial Criticism	3.00
ENG 02325112	Contemporary American Literature	3.00
ENG 02325113	Methods and Techniques of ELT	3.00
ENG 02325114	Research Methods in Literature/ELT	3.00
ENG 02325211	Contemporary British Literature	3.00
ENG 02325212	Reading Literature Through Feminist Criticism	3.00
ENG 02325213	World Literature in Translation	3.00
ENG 02325214	Translation Studies	3.00
ENG 02325215	Contemporary Classics in English	3.00
ENG 02325216	Thesis and Defence	6.00
Total Credits		33

Category of Courses

Course Type		Course Code	
	General Education	GED 02325101, GED 02325102, GED 02325203	
	Literature	British	ENG 02325211
		American	ENG 02325112
		Contemporary	ENG 02325214, ENG 02325113
		Critical Theory in Application	ENG 02325111
	Translation Theory and Practice	ENG 02325214	
	Language	Linguistics & ELT	ENG 02325113
	Research Methodology	ENG 02325114	
	Thesis and Defence	ENG 02325216	

Semester-wise distribution of courses

5th Year Semester I

Code	Title	Credit
GED 02325101	Cultural and Media Studies	3.00
GED 02325102	Syllabus, Materials and Testing	3.00
ENG 02325111	Reading Literature Through Postcolonial Criticism	3.00
ENG 02325112	Contemporary American Literature	3.00
ENG 02325113	Methods and Techniques of ELT	3.00
ENG 02325114	Research Methods in Literature/ELT	3.00
Total		18.00

5th Year Semester II

Code	Title	Credit
GED 02325203	Professional Communication	3.00
ENG 02325211	Contemporary British Literature	3.00
ENG 02325212	Reading Literature Through Feminist Criticism	3.00
ENG 02325213	World Literature in Translation	3.00
ENG 02325214	Translation Studies	3.00
ENG 02325215	Contemporary Classics in English	3.00
ENG 02325216	Thesis and Defence	6.00
Total		24.00

Part C

Brief Description of the Courses

Course Code	Course Title	Brief Course Description
GED 02325101	Cultural and Media Studies	This course explores the intricate relationship of media, identity and culture.
GED 02325102	Syllabus, Materials and Testing	This course deals with the basic aspects of syllabus design, the items related to materials development and testing
ENG 02325111	Reading Literature Through Postcolonial Criticism	This course studies literature through the lenses of Post-colonial theory and deals with the theory as a mode of analysis of contemporary literature.
ENG 02325112	Contemporary American Literature	This course will explore the best writings by contemporary American writers. Students will be able to know the overall conditions of America after 1950's.
ENG 02325113	Methods and Techniques of ELT	This course will give the students an idea about the current practice and developments in language learning. They will also explore the application of the different methods used to teach students a second language
ENG 02325114	Research Methods in Literature/ELT	This course will provide the students an insight into central methodological issues within the field of language and literature. The course aims to train students in developing research questions and to assess the applicability and relevance of different research methods.
GED 02325203	Professional Communication	The course will help students to develop their oral and written skill to use them in a professional environment.
ENG 02325211	Contemporary British Literature	This course includes English literature of the recent times to acquaint the students with the current trends in British Literature and the critical approaches towards the texts.

Course Code	Course Title	Brief Course Description
ENG 02325212	Reading Literature Through Feminist Criticism	This course explores a selection of novels, poems, and short stories that focus on women's lives and reflect on what means to be a woman.
ENG 02325213	World Literature in Translation	This explores the relationship with comparative literary studies with language and culture. It also deals with the issues that make literary traditions across the world similar or different through critical reading of modern classics.
ENG 02325214	Translation Studies	This course covers both theory and practice of translation.
ENG 02325215	Contemporary Classics in English	This course will introduce the students to some of the widely read writers around the world. It also includes newer criticism and ideas added to modern texts.
ENG 02325216	Thesis and Defence	Each Student will be required to write a thesis under the supervision of a faculty on any area in his/her specialized stream. The thesis then would be defended in front of a committee.

Part – D
Grading and Evaluation

1. Grading Scale and Grade Point:

Letter Grade and corresponding Grade-Point will be as follows:

Grade	Approx. Percentage	Points	Meaning
A+	80-100	4.00	Outstanding
A	75-79	3.75	Excellent
A-	70-74	3.50	Very Good
B+	65-69	3.25	Good
B	60-64	3.00	Above Average
B-	55-59	2.75	Average
C+	50-54	2.50	Below Average
C	45-49	2.25	Poor
D	40-44	2.00	Pass
F	00-39	0.00	Fail
I	Incomplete		
W	Withdrawal		

Grades: Grades A+, A, A-, B+, B, B-, C+, C and D are all passing grades. Grade F is a fail grade.

2. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA):

GPA: Grade Point Average (GPA) is the weighted average of the grade point (GP) obtained in all the courses completed by a student in a semester.

$$GPA = \frac{\sum(\text{course GP} \times \text{course credit})}{\sum \text{gradable credit}}$$

CGPA: Cumulative Grade Point Average (CGPA) will be calculated by the weighted average of previous CGPA and current GPA.

3. Course Withdrawal:

A student can withdraw from a course by a written application to the Head of the discipline through the course advisor within two weeks after the course registration. The Head of the discipline will inform about the change to the Registrar and the Controller of Examinations. The Controller of Examinations will send the revised registration list to the disciplines before the examination.

4. Incomplete (I) courses:

A student needs to register his incomplete courses, if offered, from preceding semesters before he can register courses from the current or successive semesters; otherwise, he takes the courses when the desired course is offered next time. An advanced student may be allowed to take a course from the immediate next semester. In no way he will be allowed to take a course from the 3rd year skipping a course of the 2nd year or a course from the 4th year skipping a course of the 3rd year simultaneously.

5. Grade Improvement:

A student will get the opportunity to improve their CGPA by taking courses in which he/she obtained below GPA 2.75 or Grade B-. **A student can repeat a maximum of 4 courses for improvement. For a course taken multiple times, the best grade will be counted in CGPA calculation. However, all the attempts will be listed in the transcript.**

6. Dropout:

Once the semester begins, the process of changing the student's course schedule is referred to as dropping/adding courses. A student has several opportunities within a semester to drop a course, but different consequences apply at each stage. Before dropping a course, students should consult with their academic advisors. Dropping courses not only affects a student's academic progress but also may have consequences for financial aid. There is no refund of tuition for individual courses dropped after the last day of the change of program period. Courses that are not presently offered by the department may be dropped depending on the situations of the student and the departments.

7. Distribution of Marks (Continuous and Summative assessment):

The marks of a given course will be as follows:

Class participation:	10%
Assignment/Tutorial exam	10%
Presentation /Viva	10%
Mid-Semester exam	30%
Semester final exam	40%

Class participation: The marks for class participation will be as follows:

Level of Attendance	Marks	Level of Attendance	Marks
96% to 100%	10	71% to 75%	5
91% to 95%	9	66% to 70%	4
86% to 90%	8	61% to 65%	3
81% to 85%	7	60%	2
76% to 80%	6	Below 60%	0

A student will not be allowed to appear at the semester final examination of a course if his class attendance in that course is less than 60%.

8. Duration of the Mid-Semester and Semester Final Examination

For all semesters there should be a 2-hour final examination for every course of 3 credits or more after the 14th week. For courses less than 3 hours the duration should be proportional to the credit hours. The Mid-Semester examination should be of one and half an hour.

9. Make-up Procedures

If a student drops or remains absent in any course in the mid-semester and semester final exam because of medical or any unavoidable grounds, s/he will have to sit for a makeup exam paying a nominal fee (Fee is to be decided by the Exam Committee) for that. The makeup exam will be held within two weeks after the scheduled exam is over by the notification of the Registrar's office.

Course Profile

Course Code: GED 02325101	Year: 5th	Semester: 1st	Marks 100
Course Title: Cultural and Media Studies	Credits: 03	Course Type: GED	

Course Rationale

This course attempts to familiarize students with contemporary popular culture as well as audio-visual media. It will look at cultural theory to understand the workings of ideology and how media forge ideologies and identities. This course explores the intricate relationship of media, identity and culture. As literary writing is giving way to audio-visual media in contemporary times, this course will also look at film texts, TV and the internet to see how cultural attitudes are formed and disseminated in postmodern times.

Course Objectives

- i. To facilitate necessary knowledge of the basic concepts, models, and theories relevant to culture and media studies.
- ii. To make the students understand the role of communication and the media in the shaping and development of culture and society
- iii. To develop an ability to critically appreciate and discuss the cultural and social role of the media and the capacity to see and analyse media performance and content from a gender perspective
- iv. To recognise the cultural and moral responsibility of media.

Course Contents

- Core ideas in cultural studies
- Cultural Imperialism
- Media and Communication
- Radio and Television as a Mass Media tool: Characteristics, origin and development
- FM Radio, SITE Community Radio
- Audience: Characteristics of Audience, Audience of different Mass Media
- Hegemony, ideology, media and culture
- The politics of representation
- Reception theory
- Cultivation theory, Agenda setting theory, Uses and Gratifications
- Basic concepts in semiology

Course Learning Outcome:

At the end of the course, students will be able to

CLO 1	Read a wide range of cultural materials and practices constructively.
CLO 2	Use the principles of cultural studies, media effects and other theoretical approaches to examine the relationship between media representations of race, class, gender.
CLO 3	Interpret how media contribute to form new culture.
CLO 4	Develop a critical perspective on the complexities and challenges of the contemporary world and actively engage with their cultural dimensions
CLO 5	Analyse the production and political economy of culture, media texts, the audience reception of those texts, and their potential effects.

Mapping CLOs to PLOs:

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x									x
CLO 2	x		x	x						
CLO3		x		x	x			x		x
CLO4				x				x	x	
CLO 5				x		x			x	x

Teaching- Learning &Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO1	Lecture, Q/A session	Tutorial, Viva,
CLO2	Lecture, Class discussion	Assignments, Quiz Mid-term examination, Semester Final.
CLO3	Lecture, Group discussions, Presentations	Assignments
CLO4	Group discussions, Presentations, Debate.	Presentation
CLO5	Lecture, Group discussions	Mid-term examination, Semester Final

Recommended Readings

- 1) Durham, Meenakshi Gigi and Douglas M Kellner. (Eds.). *Media and Cultural Studies: KeyWorks..* 2001. MA: Blackwell, 2005.
- 2) During, Simon. *Cultural Studies: A Critical Introduction.* London and New York: Routledge, 2005.

- 3) Hall, Stuart (ed.) *Representation: Cultural Representations and Signifying Practices*. London: SAGE Publications Ltd., 1997.
- 4) Julie Rivkin and Michael Ryan. *Literary Theory: An Anthology*. London: Blackwell, 1998.
- 5) McQuail, Denis. *Mass Communication Theory: An Introduction*. 3rd ed. London: SAGE, 1994.
- 6) Monaco, James. *How to Read a Film: Movies, Media, Multimedia*. New York and Oxford: OUP, 2000
- 7) Rayner, Philip. *Media Studies: The Essential Introduction*. London and New York: Routledge, 2001
- 8) Hartley John. *Communication, Cultural and Media Studies* (Routledge Key Guides) 4th edition.

Course Code: GED 02325102	Year: 5th	Semester: 1st	Marks 100
Course Title: Syllabus, Materials and Testing	Credits: 03	Course Type: GED	

Course Rationale

This course deals with the basic aspects of curriculum and syllabus design, the items related to materials development to provide sources of language input and to exploit those sources in ways that maximize the likelihood of intake. This course also explores the basic concept of testing.

Course Objectives

- i. To enable the students to make syllabuses with a clear conception of syllabus and curriculum types.
- ii. To provide students with principles of effective materials design, development and evaluation of materials at different levels (Secondary, Higher Secondary, Tertiary).
- iii. To familiarize students with the concept related to testing type, and assessment of different skills.
- iv. To make the students skilled in test construction and test administration.

Course Contents

- Testing
- Syllabus
- Curriculum
- Different types of Syllabi and Curriculum
- Needs Analysis
- Different Models of Syllabus
- Barriers of Designing Syllabus in Bangladesh
- Testing
- Kinds /Types of Tests
- Qualities of a good Test
- Test Formats
- Test Construction: Procedure/Principles
- Test Administration
- The relationship between Syllabus and Materials
- Factors to consider when designing materials.
- Steps of Material Design

Course Learning Outcome:

By the end of this course, the students will

CLO1	develop an understanding of the key concepts of syllabus, material, and testing.
CLO2	be able to design syllabus for different levels.
CLO3	demonstrate a lucid understanding of test format and test administration.
CLO4	be skilled to construct test.
CLO5	be capable of selecting and developing effective materials.

Mapping CLOs to PLOs:

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x									x
CLO2			x			x	x			
CLO3	x					x	x			
CLO4						x	x			
CLO5	x		x		x	x				

Teaching -Learning &Assessment Strategy

CLO	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion,	Quiz, viva
CLO 2	Lecture, Class discussion	Midterm examination
CLO 3	Q/A sessions, Group discussions	Tutorial, Midterm examination
CLO 4	textual analysis, presentation	Mid-term examination, Semester: Final.
CLO 5	Lecture, Group study,	Presentation, Assignments

Recommended Readings

- 1) Altman, H.B & Cashin, W.E (2003, May). *Writing A Syllabus*.
- 2) Brown, J.D (1995). *The Elements of Language Curriculum: A Systemetic Approach to Program Development*. Heinle & Heinle Publishers.
- 3) Nunan, D. (2000) *Syllabus Design*. Oxford: Oxford University Press
- 4) McDonough and Shaw (2003). *Materials and Methods in ELT*. Blackwell Publishing.
- 5) Hughes, Arthur. *Testing for Language Teachers*. Cambridge University Press.

Course Code: ENG 02325111	Year: 5th	Semester: 1st	Marks 100
Course Title: Reading Literature Through Post-Colonial Criticism	Credits: 03	Course Type: Core	

Course Rationale

This course engages with the study of Literature through the lenses of Postcolonial theory. It deals with Postcolonialism as a site of cultural theorizing in a globalized world, but especially as a mode of analysis of a large, new field of contemporary literature. A general investigation of the post-colonial will occupy most of the course.

Course Objectives

- i. Analyze the degree to which forms of human difference shape a person's experiences of and perspective on the world.
- ii. Examine issues of social justice across local and global context.
- iii. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, values and cultural production.
- iv. Critically analyse literature in relation to specific histories, values, languages, cultures, etc.

Course Contents

- Post colonial Theory
- Colonialism
- The Imperial Turn: Gandhi, Anti-colonial Struggle and the early postcolonial
- Edward Said, Orientalism and the post-colonial moment
- Colonial Discourses and English studies
- The Literature of Empire
- Gender, sexuality and the Empire
- Diaspora

Texts

- *An Image of Africa*, Chinua Achebe
- *The White Man's Burden*, Rudyard Kipling
- *Robinson Crusoe* Daniel Defoe
- Chakma, Kobita, *Jole Uthini Kittu* (Why mustn't I flare up?) (selection)
- Coetzee, J M. *Waiting for the Barbarians*
- Dabydeen David *Coolie Odyssey* (selection)

- Al Deen, Selim *Chaka* (The Wheel)
- Manto, Saadat Hossain “Toba Tek Singh,” “The Dog of Tetwal”

Course Learning Outcomes :

On successful completion of the course, the student will be able to

CLO 1	Identify the Post-colonial issues and discourses by studying the literary works.
CLO 2	Learn from Post-colonial theory and the perspective ground from which it generated.
CLO 3	Be able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues.
CLO 4	Be able to critically evaluate arguments and assumptions about postcolonial literature, texts, and modes of interpretation.
CLO 5	Use the knowledge to identify and interpret events, texts and other issues in terms of Post-colonial perspective.

Mapping CLOs to PLOs

CLO\PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x									
CLO2	x							x		
CLO3	x		x							
CLO4			x	x						
CLO5								x		x

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm and Semester exam
CLO 2	Group study, Lecture	Midterm, Semester Final exam
CLO 3	Class discussion, lecture, Presentation	Midterm examination, Semester Final, Presentation
CLO 4	Group work, class discussion	Midterm and semester exam
CLO 5	Group study, Presentation	Viva

Recommended Readings

- 1) Barry, Peter : *Beginning Theory: An Introduction to Literary and Cultural Theory*
- 2) Eagleton, Terry : *Literary Theory : An Introduction*
- 3) Gayatri Chakravarty Spivak “Can the subaltern speak?”

- 4) Hall, Stuart “Cultural Identity and Diaspora”
- 5) Homi K. Bhabha “Remembering Fanon”
- 6) Henry Louis Gates Jr. *The Signifying Monkey: A Theory of African-American Literary Criticism (selection)*
- 7) John Hopkins, Guide to Literary Theory and Criticism (online database)
- 8) Nayar, Promod K. : *Contemporary Literature and Cultural Theory*
- 9) Rushdie, Salman *Imaginary Homelands* (selection)

Course Code: ENG 02325112	Year: 5th	Semester: 1st	Marks 100
Course Title: Contemporary American Literature	Credits 3	Course Type: Core	

Course Rationale

The course gives a general overview of the development of American literature since the 1950's and introduces the selected works representing major trends in American literature since the end of World War II. This course examines a selection of American literature in historic, aesthetics and social contexts. In other words, it will explore the relationship between contemporary American literature and the world we live in. Topics may include literature on postmodern culture and how aesthetics style is influenced by social and historical conditions.

Course objectives

- i. Develop an understanding of the social and historical background of America after 1950's.
- ii. Introduce to a range of literature by different iconic authors.
- iii. Uncover the thematic and social issues from the text and relate them to general features of the time.
- iv. Evaluate the literature by applying the theoretical concepts depicted in writing.

Course Contents

- Beat Generation. Poetry of the Beats
- Black Humor in American Literature/Black Art Movement
- Influence of Civil Rights Movements
- Multiculturalism in American Literature: African American Voices.
- Analyzing Literature through critical literary theories
- Effects of culture and Media
- America and Transformations
- Border consciousness and hybrid consciousness
- American Literature in the 21st century
- Modern writing styles in fiction
- Racism and class conflict.
- The socio-political setting of the novels
- Primary themes, character comparisons
- Feminism, gender conflict,
- Negro movement

Text

- Amiri Baraka. Selected Poems
- Robert Pack. Selected Poems
- John Updike. *Separating*
- Tony Morrison. *The Bluest Eye*
- Sam Shepard. *The Buried Child*
- Barbara Kingsolver. *Unsheltered*
- August Wilson. *The Pittsburgh Cycle* (Selections)
- Eudora Alice Welty. *The Optimist's Daughter*

Course Learning Outcomes

At the end of the course, students will be able to

CLO 1	Demonstrate showing in-depth knowledge and understanding of contemporary American literature, and of major post-1950's American literary developments, and their social and cultural contexts.
CLO 2	Show an advanced knowledge of American fiction, poetry, drama, and prose from the period, and an appreciation of its literary and cultural traditions and innovations.
CLO 3	Employ advanced comparative and analytical skills in criticizing the text.
CLO 4	Judge between the right and wrong deeds and take up decisions maturely which is ethically sound.
CLO 5	Apply the learning experience in real-life contexts.

Mapping CLOs to PLOs

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x									x
CLO2			x	x						x
CLO3			x	x						
CLO4						x	x		x	x
CLO5			x	x		x				x

Assessment and Teaching Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm and Semester: exam

CLO 2	Group study, Lecture	Midterm Semester: Final exam
CLO 3	Class discussion, lecture, Presentation	Midterm examination, Semester: Final, Presentation
CLO 4	Group work, class discussion	Midterm and semester exam
CLO 5	Group study, Presentation	Viva

Recommended Readings

- 1) Gray, Richard. A History of American Literature. NJ: Wiley, 2004.
- 2) Bradbury, Malcolm. The Modern American Novel. Oxford, OUP, 1995.
- 3) Gelpi, Albert. A Coherent Splendor: The American Poetic Renaissance 1910-1950. Cambridge, CUP: 1988.
- 4) Gray, Richard. American Poetry of the Twentieth Century. Cambridge, CUP, 1990.
- 5) Adler, Thomas. American Drama, 1940-1960: A Critical History. Connecticut:
- 6) Berkowitz, Gerald. American Drama in the Twentieth Century. Boston: Addison-Wesley Longman, Limited, 1992

Course Code: ENG 02325113	Year: 5th	Semester: 1st	Marks 100
Course Title: Methods & Techniques of ELT	Credits: 03	Course Type: Core	

Course Rationale

This course is a course on English Language Teaching and looks into theories both from mainstream education and from different schools of thought that have influenced ELT. It explores various approaches, methods and techniques that are commonly applied in the ELT field. The course works towards a framework relevant to the teaching of English as a Second or Foreign Language (ESL/EFL). The main aim of this course is thus to enable students to know the concepts of ELT and use the related knowledge to become efficient educators or teaching practitioners.

Course Learning Objectives

- i. To introduce students to the pedagogy of teaching the English language, including theoretical underpinnings and related research.
- ii. To introduce methods, techniques, and approaches to teaching English as a second language.
- iii. To enable students to understand the techniques of effective management of English language classes.

Course Contents

- Focus on the concepts related to ELT
- Different methods like Grammar-Translation Method, Direct Method, Audio-Lingual Method, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, Content-based, Task-based, and Participatory Approaches.
- Classroom Observation
- Application of different language teaching methods
- Listening skill (purposes, types, sub-skills, strategies, stages, difficulties, design principles, etc.)
- Speaking skill (Characteristics, micro-skills, difficulties, designing principles, etc.)
- Reading skill (purposes, micro-skills, types, stages, designing principles, etc.)
- Writing skill (characteristics, micro-skills, types, approaches, design principles, etc.)

Course Learning Outcomes

After completion of the course, the students will be able to

CLO 1	apply knowledge of pedagogical techniques of effective teaching of the English Language,
CLO 2	manage the classroom environment effectively,
CLO 3	design planned classes for all four skills of language,
CLO 4	use peer feedback constructively.

Mapping CLOs to PLOs:

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x		x		x		x			x
CLO2		x		x		x			x	
CLO3	x			x	x			x		
CLO4		x					x			x

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm Examination and Semester Examination
CLO 2	Group study, Lecture	Assignments, Viva
CLO 3	Class discussion, lecture, Presentation	Midterm Examination, Semester Final Examination, Presentation
CLO 4	Group work, class discussion	Tutorial, Viva

Recommended Readings

- 1) Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford University Press, 1986.
- 2) Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- 3) Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.
- 4) Nunan, David. *Practical English Language Teaching*. McGraw-Hill Education, 2003.
- 5) Brown, H. Douglas. *Principles of Language Learning and Teaching*. Longman, 1980.
- 6) Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Education, 1983.

Course Code: ENG 02325114	Year: 5th	Semester: 1st	Marks 100
Course Title: Research Methods in Literature/ELT	Credits: 03	Course Type: Core	

Course Rationale

This course will provide insight into central methodological issues within the field of literature and language. A primary goal is to give students an understanding of the diversity of methods that characterizes literary criticism. The course aims to train students in developing research questions and to assess the applicability and relevance of different research methods, thus providing them with the foundation for developing individual master's projects. The course will provide students with an understanding of the connections between critical perspectives and methodological approaches.

Course Learning Objectives

- i. To introduce students to research questions in literature and language and at the same time to describe what methods may be applicable to examine various problems.
- ii. To introduce how different approaches to literature may result in different interpretations of the same text.
- iii. To enable to find and evaluate literary criticism.
- iv. To understand research terminology.

Course Contents

- Methods for examining the relationship between literature and society, literature and history, author and text, and questions related to the literary canon.
- Methods for examining the relationship between literature, language and reception.
- Methods for examining the relationship between literature and form, genre and theme.
- Method and style of citation: MLA and APA
- Methods for researching literature and language

Text

- *MLA Handbook for Writers of Research Papers*

Course Learning Outcomes

After completion of the course, the students will be able to

CLO 1	Have the knowledge to evaluate the applicability and relevance of different research methods in the research of others as well as in their own,
CLO 2	Be aware of the ethical principles of research, ethical challenges and approval processes,
CLO 3	Describe quantitative, qualitative and mixed methods approaches to research,
CLO 4	Identify the components of a literature review process and critically analyze published research.

Mapping CLOs to PLOs:

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x		x			x			x	
CLO2	x			x			x			x
CLO3		x	x		x			x		
CLO4	x			x		x			x	

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm Examination and Presentation
CLO 2	Group study, Lecture	Assignments, Viva
CLO 3	Class discussion, lecture, Presentation	Midterm Examination, Semester Final Examination, Presentation
CLO 4	Group work, class discussion	Tutorial, Viva

Recommended Readings

- 1) Cash, P. (1977). *How to Write a Research Paper Step by Step*. New York: Monarch Press.
- 2) Larsen-Freeman, D. & Michael H. L. (1991). *An Introduction to Second Language Acquisition Research*. Essex: Pearson Education Limited.
- 3) Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- 4) Tuckman, B. W. & Harper, B. E. (2012). *Conducting educational research* (6th ed.). Lanham, MD: Rowan & Littlefield Publishers. (ISBN: 978-1-4422-0964-0)

Course Code: GED 02325203	Year: 05	Semester: 2nd	Marks 100
Course Title: Professional Communication	Credits: 03	Course Type: GED	

Course Rationale

Professional Communication aims to equip students with the skills to formulate and assess arguments and foster competence to communicate across national and cultural boundaries. The course will further develop students' language and technical skills through topics such as meeting management and documentation, argumentation, conflict resolution, interpersonal and intercultural skills, professional presentations and employment starters.

Course Learning Objectives

- i. To introduce students to contemporary strategies of successful communication in professional contexts.
- ii. To analyse audience, situation, and medium to create messages that respond to practical challenges and build productive relationships.
- iii. To develop sensitivity to language and tone, learn to organize and convey ideas and information, and select the best means to accomplish their intended purposes.

Course Contents

- Review professional writing and communication
- Nonverbal Communication, Active Listening
- Job application & Job ads; Self-assess and plan career
- Preparing materials: Resume and cover letter, references
- Oral Presentations
- Student Presentations/Résumés and Professional Digital Presence
- Preparing for interviews;
- Ethics, conflicts of interests, sensitivity; cross-cultural communications,
- Business writing situations: letter, memo, email
- Writing reports and proposals
- Proposal presentations; Revise proposal

Text

- Shirley Taylor-*Model Business Letters, Emails and Other Business Documents.*

Course Learning Outcomes

After completion of the course, the students will be able to

CLO 1	identify and apply strategies to improve communication in a professional environment,
CLO 2	plan and participate in professional presentations using different presentation tools,
CLO 3	develop discursive and integrative online communication skills,
CLO 4	revise and edit work to create clear, coherent, focused and grammatically correct written assignments and presentations.

Mapping CLOs to PLOs

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x		x			x			x	
CLO2		x			x		x			x
CLO3	x		x		x	x		x		
CLO4				x						x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm Examination and Semester Examination
CLO 2	Group study, Lecture	Assignments, Viva
CLO 3	Class discussion, lecture, Presentation	Semester Final Examination, Presentation
CLO 4	Group work, class discussion	Tutorial, Viva

Recommended Readings

- 1) Scholobohm, M & Ryan, C. (2013) *Business and technical communication: A guide to writing professionally*. Kendallhunt.
- 2) Guffey, Mary Ellen. (2016) *Essentials of Business Communication* (8 th Canadian Edition). Toronto, Ontario: Nelson.

Course Code: ENG 02325211	Year: 5th	Semester: 2nd	Marks 100
Course Title: Contemporary British Literature	Credits: 03	Course Type: Core	

Course Rationale

This course includes English literature of recent times to acquaint the students with the current trends in British Literature and help them conceptualize methods of critical approaches towards the texts.

Course Objectives

- i. To acquaint the students with selective texts each dealing with certain trends of a particular time,
- ii. To make the students understand the sociopolitical ups and downs of recent times reflected in the texts,
- iii. To help them to use different critical theories to explain the texts,
- iv. To help them understand the drifts in relation to English literature of the preceding times,
- v. To increase the students' consciousness of philosophical and artistic questions and approaches added to British literature from time to time.

Course Contents

- Exploring the variety of recent themes like colonialism, imperialism, racism, modernism, post-modernism, etc.
- Discussion of the most notable incidents of the 20th century in the earlier and most recent phase.
- Reflection of contemporary sensibilities and philosophical movements in the literature

Texts

- Golding, William. *Lord of the Flies*
- Farrell, J. G. *The Siege of Krishnapur*
- Lessing, Doris. *The Grass is Singing*
- Pinter, Harold. *The Birthday Party*
- Stoppard, Tom. *Rosencrantz and Guildenstern Are Dead*
- Carol Ann Duffy. *Selected Poems*

Course Learning Outcomes (CLO):

At the end of this course, the students will be able to

CLO 1	analyze contemporary British writings relating to their historical, cultural and political context.
CLO 2	interpret literary works using critical perspectives.
CLO 3	write a thesis-driven essay using literature as a primary source.
CLO 4	formulate a set of ideas about the drifts of different themes and movements that was added to literature within contemporary times.

Mapping CLOs to PLOs:

PLO CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x	x	x	x		x		x		x
CLO 2	x			x						
CLO 3	x	x	x	x	x	x				x
CLO 4	x	x	x	x				x		x

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm and Semester exam
CLO 2	Group study, Lecture	Midterm, Semester Final exam
CLO 3	Class discussion, lecture, Presentation	Midterm examination, Semester Final, Presentation
CLO 4	Group work, class discussion	Midterm and semester exam
CLO 5	Group study, Presentation	Viva

Recommended Readings

- 1) Caserio, Robert I, ed. *The Cambridge Companion to Twentieth Century English Novel*
- 2) Clark, Peter. *Hope and Glory: Britain 1900-2000*
- 3) Hamilton, Ian. *The Oxford Companion to Twentieth-Century Poetry in English*

Course Code: ENG 02325212	Year: 5th	Semester: 2nd	Marks 100
Course Title: Reading Literature through Feminist Criticism	Credits: 03	Course Type: Core	

Course Rationale

This course focuses on women's writing across cultures, time, and space. Texts from a range of genres, and authors from a variety of periods, class and educational backgrounds, and ethnicities will be covered. Students will study a selection of novels, poems and short stories that focus on women's lives and reflect on what it means to be a woman. Since theory and fiction should be always read in conversation, the fictional texts will be supplemented by theoretical frameworks that are likewise considered significant landmarks in literature by women.

Course Objectives

- i. To introduce students to a range of women writers from diverse time periods, class backgrounds and ethnicities.
- ii. To make them familiar with some of the canonical works of feminist literature.
- iii. To introduce them to feminist aims and concern
- iv. To equip them with a sophisticated understanding of the broader structural insights of feminism and their impact on literary theory.
- v. To enable them to discuss the feminist theories, raise questions about them, and contextualize them within larger historical, social and cultural contexts.

Course Contents

- Theoretical concepts of feminism
- Gynocriticism
- Feminism and Class,
- Feminism and Race
- Role of media and different cultural production in stereotyping women
- Postcolonial feminism
- Capitalism and feminism

Texts

- Judith Butler : Gender Trouble.
- Charlotte Bronte: Jane Eyre (1847)
- Begum Rokeya: Sultana's Dream.
- Morrison, Toni. *Beloved*.
- Maya Angelou- Selected Works

- Virginia Woolf : To the Lighthouse (1927)
- Adrienne Rich : *The Dream of a Common Language: Poems*
- Sylvia Plath : The Bell Jar.
- Simone de Beauvoir : *The Second Sex*,
- Arundhati Roy: *The God of Small Things*.
- Elfriede Jelinek : selected work

Course Learning Outcomes

At the end of this course, students will be able to

CLO1	Develop an understanding of feminist aims and concern
CLO2	analyze the conventions and styles of women writers.
CLO3	To explore a variety of fictional texts in conversation as well as in connection to feminist theories
CLO4	Perceive the construction of the rhetoric of gender, sex, and sexual orientation.
CLO5	Synthesize the ideas from the course and present their own analytical arguments both orally and in written form.

Mapping CLOs to PLOs

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x								x	x
CLO 2			x	x						
CLO3	x			x				x		x
CLO4			x	x					x	
CLO 5		x				x			x	

Teaching- Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion	Tutorial, Viva, Mid-term examination, Semester Final.
CLO 2	Class discussion, Pair work	Assignments
CLO 3	Lecture, Group discussions	
CLO 4	Q/A sessions, Pair work	Presentations
CLO 5	Lecture, Group discussions	Assignments

Recommended Reading

- 1) Assister, Alison. *Enlightened Women: Modernist Feminism in a Postmodern Age*. London and New York: Routledge, 1996.
- 2) Bristow, Joseph. *Sexuality*. London and New York: Routledge, 2007.
- 3) Eagleton, Mary. *Feminist Literary theory: A Reader*. 2nd edition. Massachusetts: Blackwell, 2001.
- 4) Gilbert, Sandra M and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary imagination*. New Haven and London: Yale University Press, 1979
- 5) Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. London: Methuen, 1985
- 6) Rivkin, Julie and Michael Ryan. *Literary Theory: An Anthology*. Oxford: Blackwell, 1998.
- 7) Ruthven, K. K. *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press, 1991.

Course Code: ENG 02325213	Year: 5th	Semester: 2nd	Marks 100
Course Title: World Literature in Translation	Credits: 3	Course Type: Core	

Course Rationale

This course explores how the practice of comparative literary studies is related to language and culture. With the shrinking of distances due to travel and technology in the modern age, what makes different literary traditions across the world similar or different is also examined in this course. This course reflects on these issues by looking at a range of exemplary literary works translated into English from Asian, European or Middle Eastern languages, and examines them in the context of translation studies, national literature, and different cultural and narrative traditions. The course offers a critical reading of classics – poems, epics, narratives, and plays – written originally in hieroglyphs or Chinese, Greek, Japanese, Latin, Persian and Sanskrit languages.

Course Objectives

- i. To familiarize with conventions of different literary genres, including epic and lyric poetry, drama, fables and folktales, and religious and philosophical texts.
- ii. To introduce students to a selection of classic literary works across various cultural, national and linguistic boundaries.
- iii. To discuss these works in relation to their socio-cultural and political context and also in relation to the question of what constitutes “world literature”.

Course Contents

- Characteristics of literature, society and world events
- Poetry: themes, allusions, figures of speech, spirituality, form etc.
- Fiction: style, major themes, selected passages for discussion, analysis
- Ethnicity, nationalism, religion, gender, and economics in the formation of world literature
- The historical, socio-political, and cultural contexts in which the texts were written.

Texts

- Confucius, (Ed.) *Shijing* (Classic of Poetry) (selection)
- Aristophanes, *The Frogs*
- Ovid, *Metamorphoses* (selection)
- Seneca, *Thyestes*
- Kalidasa, *Abhijñānaśākuntalam*
- Ferdowsi, *Shah Nameh* (selection)
- Murasaki Shikibu, *The Tale of Genji*

Course Learning Outcomes:

On successful completion of the course, the student will be able to

CLO 1	identify and define major thematic concepts in world literature.
CLO 2	demonstrate familiarity with Western and non-Western literature and methods of analysing these literary works and other media from a global/comparative perspective.
CLO 3	recognize key works and authors of world literature.
CLO 4	develop critical thinking tools to devise original ideas and interpretations of texts.
CLO 5	effectively articulate personal responses to course materials, literary works and their adaptations in relation to their form and content.

Mapping CLOs to PLOs

CLO \ PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x									
CLO2	x							x		
CLO3	x									
CLO4			x	x						x
CLO5				x				x		

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation

Recommended Readings:

- 1) Arnott, Peter D. *An Introduction to the Greek Theatre*. Bloomington: Indiana UP, 1967.
- 2) Barnes, Archie. *Chinese through Poetry: An Introduction to the Imagery and Language of Traditional Verse*. London: Alcuin Academics, 2007.
- 3) Boyle, A J. (Ed.). *Tragic Seneca*. NY Routledge 1997.
- 4) Chittick, William C. *Sufism: A Short Introduction*. Oxford: Oneworld, 2007.

- 5) Csapo, E. and W.J. Slater. *The Context of Ancient Drama*. Ann Arbor: U. Michigan Press, 1995. Davidson, Olga M. *Comparative Literature and Classical Persian Poetics: Seven Essays*. Costa Mesa, California: Mazda Publishers, 2000.
- 6) Devy, G N (Ed.) *Indian Literary Criticism: Theory and Interpretation*. 2002. Hyderabad: Orient BlackSwan, 2009.
- 7) Puchner, Martin. *The Norton Anthology of World Literature*. Shorter Third edition. New York: W.W. Norton & Company, 2009

Course Code: ENG 02325214	Year: 05	Semester: 2nd	Marks 100
Course Title: Translation Studies	Credits: 03	Course Type: Core	

Course Rationale

This course covers both the theory and practice of translation. It will make the students familiar with the major theories of translation and its history of rising as a discipline. In practice, students will gain insights from the theories and translate literary and non-literary text from Bangla to English and vice versa.

Course Objectives

- i. To facilitate necessary knowledge of the origin, history, and development of translation and translation studies.
- ii. To acquaint the students with various theories and techniques of translation.
- iii. To develop the practical skills of translation.
- iv. To make the students understand the problems and issues in translating literary and non-literary texts.
- v. To apply the acquired knowledge in translating literary/non-literary texts.

Course Contents

- **Theoretical Approaches (Essays)**
 - Nida, Eugene ‘Principles of Correspondence’
 - Holmes, James S. ‘The Name and Nature of Translation Studies’
 - Spivak, Gayatri Chakravarty ‘The Politics of Translation’
 - Venuti, Lawrence ‘Translation, Community, Utopia’
- **Translation practice of different texts**

Course Learning Outcomes (CLO)

At the end of this course, the students will be able to

CLO 1	identify the initiatives for translating texts.
CLO 2	evaluate the process and development of translation as a discipline.
CLO 3	apply theoretical knowledge of translation while translating literary and non-literary texts.

Mapping CLOs to PLOs:

PLO CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x		x	x				x		x
CLO 2	x	x				x				x
CLO 3	x	x	x	x						x

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation

Recommended Readings

- 1) Bassnett, Susan. *Translation Studies*
- 2) Lander, Clifford E. *Literary Translation: A Practical Guide*
- 3) Mukherjee, Sujit. *Translation as Discovery*

Course Code: ENG 02325215	Year: 05	Semester: 2nd	Marks 100
Course Title: Contemporary Classics in English	Credits: 03	Course Type: Core	

Course Rationale

This course will introduce the students to some of the widely read writers around the world. It also includes newer criticism and ideas added to modern texts.

Course Objectives

- i. To acquaint the students with some of the buzzing topics that found their voice in contemporary classics.
- ii. To provide the idea about recent matters like racism, trans-nationalism, multiculturalism, cyber-culture, consumerism, late capitalism, globalization, green studies or eco-criticism, cult gender and identity politics, etc. from the texts.
- iii. To identify the fresh literary trends within the text.
- iv. To form an understanding and relate the theoretical, cultural, political and social contexts of a modern text.

Course Content

- Politics and sexuality
- Surrealism and introspectiveness
- Formation of identity and perspectives
- Social breakdown and corruption
- Feminism, etc.

Texts

- Kundera, Milan. *The Unbearable Lightness of Being* (1984)
- Murakami, Haruki. *Kafka on the Shore*
- Pamuk, Orhan. *My Name is Red*
- Adiga, Aravind. *The White Tiger*
- Rahman, Zia Haider. *In the Light of What We Know*
- Mukherjee, Bharati. *A Wife's Story*

Course Learning Outcomes (CLO):

At the end of this course, the students will be able to

CLO 1	outline the contemporary literary characteristics from the texts.
CLO 2	interpret the texts from recent sociopolitical and cultural contexts.
CLO 3	develop research ideas and contribute with newer knowledge in literature.
CLO 4	analyze the writers' perspective of the world around them.

Mapping CLOs to PLOs:

PLO \ CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x		x	x				x		
CLO 2	x	x						x		
CLO 3	x		x	x	x					
CLO 4	x		x	x					x	

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination

Recommended Readings

- 1) Gupta, Suman. *Contemporary Literature: The Basics*
- 2) Harris, Mark. Josephine Harris, and Hester Harris. *The Design of Fiction*
- 3) Said, Edward. *Cultural Imperialism*

Course Code: ENG 02325216	Year: 5th	Semester: 2nd	Marks 100
Course Title: Thesis and Defence	Credits: 03	Course Type: Core	

Course Rationale

Each Student will be required to write a thesis under the supervision of a faculty on any area in his/her specialized stream. The writing of the thesis will take a full semester. At the end of the semester each student will be required to make a seminar presentation to a board of examiners. The thesis then would be defended in front of a committee composed of at least two faculty members and one external examiner.

Course Objectives

- i. To facilitate an in-depth study in the fields of language and literature.
- ii. To enable students to explore the thesis area applying different literary theories and scholarly thoughts.
- iii. To make the students skilled in research writing.

Content

The word limit of the thesis paper: 15,000-20,000.

Course Learning Outcomes (CLO):

At the end of this course, the students will be able to

CLO 1	interpret the selected topics through different literary theories and sociopolitical and cultural contexts,
CLO 2	generate own thoughts and ideas,
CLO 3	write research paper applying the appropriate research methods.

Mapping CLOs to PLOs

PLO CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x		x	x				x		x
CLO 2		x	x	x		x	x			x
CLO 3		x	x	x		x				x

Teaching -Learning &Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Primary and secondary sources	Viva, Writing thesis paper, Presentation,
CLO 2		
CLO 3		

Recommended Readings

- 1) *A Guide to APA Referencing Style.*
- 2) Brown, James Dean. *The Cambridge Guide to Research in Language Teaching and Learning.*
- 3) Correa, Delia da Sousa, and W.R. Owens, eds. *A Handbook to Literary Research.*
- 4) Modern Language Association. *MLA Handbook for Writers of Research Papers.*
- 5) *The Chicago Manual Style*